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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

MARCH 1916

EDUCATIONAL NEWS AND EDITORIAL COMMENT

The case of Superintendent John W. Carr, of Bayonne, New Jersey, cannot be passed without commenting on the merits of the Dismissing a individual case and on the lesson which such a case Superintend- as this teaches for all superintendents of public education ent in the country. The Board of Education of the city of Bayonne had a fund of money for the erection of a new school building. Mr. Carr discovered what he regarded as irregularities in the arrangements being made for this building. He was confronted with a choice of three courses of action: he could resign and leave those who, as he believed, were planning to defraud the city free to carry out their plans; he could accept the situation as it stood and shut his eyes to the information he had secured; or he could expose those whom he regarded as guilty. He chose to expose those whom he regarded as guilty. Apparently, however, he did not succeed in convincing the community that he had evidence enough to justify his statements. Further than that, in the course of the proceedings the countercharge was brought against him that he had made an effort to secure money illegally for himself. This charge was supported by the sworn testimony of a citizen of Bayonne, and the Board of Education made this testimony the occasion for the dismissal of Superintendent Carr. The case was carried to the State Department of Education by Mr. Carr and his

friends. The State Department, having canvassed the matter to its own satisfaction, pronounced him entirely guiltless of any of the charges made against him. The action of the State Department in this connection was without effect to restore Mr. Carr to his position. If it had been a case of a teacher who was discharged without cause or without adequate evidence to support charges, the authority of the State Department would have been greater than it was in this case.

The interesting fact about this narrative, from the point of view of the profession at large, is that Mr. Carr has absolutely no professional body to which he can go and from which he can secure either support in his own defense or professional acquittal on the charges that have been made against him.

It is quite impossible at this distance to determine the strength of the evidence on the one side or the other. Mr. Carr is well known in the educational world, and it is believed by those who have been associated with him that dishonesty of the type with which he has been charged is entirely impossible for him. It may be that the evidence on which he was acting was inadequate, but it should be remembered that the training of a school superintendent does not always qualify him for a discriminating analysis of evidence and a determination of what will hold in a court of law. Evidently Mr. Carr did not fortify himself with the type of evidence that is demanded to support the charges which he made.

In sharp contrast with the kind of situation that exists in this case is the method adopted by the surgeons of this country. The

Professional Insurance surgeons of this country have long been open to attack from dissatisfied clients and others who take advantage of the uncertainties of surgery to secure financial advantage. In order to protect themselves the surgeons have organized an insurance company, to which they pay a small fee annually. For ten dollars a year a surgeon can secure, through this co-operative organization, the strongest legal advice to protect him against attacks from dissatisfied clients and others. Most of the attacks which would have been made under the old system are never made now, because it is understood that any surgeon can

secure a strong legal backing in the presentation of his case. This assurance that the surgeon is supplied with legal advice is enough to prevent attack.

When one thinks of the vital interests that are in the hands of a school superintendent and of the impossibility which such an officer confronts of producing evidence acceptable to a court on many matters with which he must come in contact, it certainly is desirable that he should have some professional group to which he can turn for protection and support. When the school superintendents of the country realize that they have a right to the same kind of protection that many state departments are now able to supply to the ordinary teacher, and when they realize that a strong professional organization ought to guarantee to every superintendent a hearing of his case, it will become less easy for a board of education to dispose of a superintendent whose activities do not conform to their wishes, at least in those cases where their wishes are not synonymous with the advantage of the community.

The following item from the *Telegraph-Herald*, of Dubuque, Iowa, shows that the efficiency expert has arrived even in the smaller cities:

Another Efficiency Expert The Board of Education has appointed Mr. H. W. Anderson, of the graduate school of the Department of Education of the University of Iowa, school statistician for the second semester only. The general purpose of this appointment is to provide for more scientific supervision and thereby increase the efficiency of the schools. Mr. Anderson will give his attention exclusively to the work of measuring the results of teaching through the use of standardized tests in the various subjects of the curriculum. Through these tests, which are being used all over the country, we are coming to form standards of achievement for the normal pupil and the normal work of each grade.

The Courtis tests in arithmetic, for instance, which have been given to more than a hundred thousand children in various cities of the United States, have very clearly established what knowledge and skill in arithmetic a child should have at the end of the fourth grade, fifth, sixth, and so on. The same thing is true of penmanship, spelling, and some of the other subjects. The work will lead, therefore, to an elimination of useless and obsolete material, and to a centralization of effort and attention on the vital and essential things in the school course.

From one point of view it means a revival of attention to the three R's, and a larger and more scientific effort to develop in the boys and girls of the schools power and skill in the things they will need in the business and industrial world.

A further purpose of this type of work will be to furnish more exact information as to the individual pupils who need more careful guidance and assistance. The general tendency of the school system is to handle children in the mass. If a child who is naturally slow and backward cannot keep up with the procession he must drop behind. In this way scores of children have been left in the "laggard" class or have dropped out of school entirely through discouragement, because no special effort was made, or, under the circumstances, could be made, to tide them over the difficulty or help them along. One of the large purposes of the school statistician will be to ascertain all the facts regarding children who have difficulties and to render the assistance that is needed.

The aim in this appointment, in short, is to enable the schools to render more effective service to teachers, children, and the home.

Mr. Anderson has been for two and one-half years a graduate student in the school of education in the University of Iowa, received his Master's degree in education a year ago, and is well on his way to his Doctor's degree. He has made a specialty of school measurement work, and has been giving half his time to similar work in the Iowa City schools while carrying on his studies in the university. He was recommended to Superintendent Harris by Dr. Jessup, the head of the Department of Education.

The high school of Rochester, New York, is organized under the comprehensive title, "Junior-Senior High School and College."

A Junior-Senior High School Its program illustrates in a very impressive way the expansion of the middle school so as to take up the work of the seventh and eighth grades and also the work of the Junior college. It is unfortunately impossible to give the program in full. The accompanying schedule for part of the morning will serve, however, to give an idea of the whole (p. 329).

Some time ago Superintendent Spaulding, of Minneapolis, made a lengthy statement relative to the comparative school costs in

Gary Costs Minneapolis under the present system and under a suppositional Gary organization. His conclusions in the particulars of teachers' salaries, overhead charges, investment, and costs incident to the lengthening of the school day were to the effect that Minneapolis under the Gary plan would have to pay 36 per cent more for its schools than at present.

SECTION OF MORNING PROGRAM OF ROCHESTER JUNIOR-SENIOR HIGH SCHOOL AND COLLEGE

H. A. JOHNSON, Superintendent

EDWARD H. SWEENEY Principal

As was to be expected, this finding did not go unchallenged. In the issue of *School and Society* for January 22, Howard W. Nudd, Director of the Public Education Association of New York City, went over the case with a different spirit and arrived at a different result. He discovered that Dr. Spaulding failed to take into consideration in his computations and conclusions such matters as the superior educational facilities of the Gary schools; the smaller number of pupils per teacher; the fact that at present the Gary plant is running at half-capacity only; and the fact that the Gary plan, though calling for a longer school day, does not require more hours of work from the teachers. When, according to Mr. Nudd's calculations, due allowance is made for all these factors in the comparison of Gary and Minneapolis school costs, it results in the demonstration that Minneapolis could run its schools on the Gary plan with all the associated modern improvements at a cost per pupil actually less than the present expenditure.

Such calculations and countercalculations are of interest to most of the educational world because they exhibit two facts: First, all superintendents are on the defensive in these days because boards of education believe that the Gary system has demonstrated that schools can be run at a greatly reduced cost. Mr. Spaulding is compelled, therefore, to explain his costs in the light of the Gary example. The second fact is that Gary's is not an inexpensive system. The money spent at Gary is not less than the money spent elsewhere. There are many experiments going on at Gary; all of them cost money. In the aggregate they cost as much as it costs to run other systems.

All this is of interest to the student of education because it leads him to the conclusion that ultimately school experiments will be evaluated on educational rather than financial grounds.

If one may judge from the enthusiasm with which Superintendent S. R. Shear, of Poughkeepsie, New York, in a recent address *School Credits for Home Work* before the New York State Council of Superintendents advocated giving school credit for home duties, the plan has proved successful in the system over which he has charge.

The method of operation there consists in giving to each participating elementary-school pupil on Friday mornings a card upon which is printed a list of home duties whose properly reported performance will entitle the holder to certain school credits. The card is returned on Mondays, ten days after it is received, with the amount of time spent at various tasks recorded and the whole report endorsed by parent or guardian. The rules provide that "home-duties credits will count as much in the promotion of a child as any regular subject in the school, and the pupil will be marked on a scale of 100 for actual work of not less than thirty minutes a day." The list of duties includes such things as work in garden; cleaning yard; sprinkling lawn; shoveling snow; washing; bedroom work; preparing meals; caring for the baby; running errands; repair work; home sewing; paper routes; practicing music-lessons; care of automobiles. Space is provided on the card for a report of other duties than those specified.

Superintendent Shear advances nine or ten reasons for the institution of such a plan. He maintains that it dignifies labor, develops the vicarious spirit, creates a sense of responsibility, teaches how to work, leads to practical manual training, equalizes conditions between pupils of different economic levels, makes for home-making, increases sympathy between home and school, keeps children off the streets, out of the poolrooms, and away from the "movies," lessens tardiness and absence, and, finally, wonderfully improves the morals of the children. Some of these, doubtless, might be hard to substantiate very definitely, but they have weight nevertheless as coming from a practical school man who has had actual experience with the plan he is supporting.

In the months of March and June, 1915, examinations in the various subjects were conducted in the three types of elementary

New York Tests schools in New York City for the purpose of determining the relative efficiency of the work done in these schools. The following statement by Superintendent Maxwell, describing the method and results of the examinations, is of interest, because of possible bearing on the further extension of the Gary plan:

The design of these tests was to determine how results in those studies which all thinking people agree should form the chief field of elementary education compare in the three types of elementary schools—the traditional type, the Ettinger type, and the Gary type. The schools of the traditional type were selected each because it has a pupil population as nearly as possible similar to that in one of the two other classes of schools. Two examinations, separated by an interval of three months, and with questions as nearly equivalent as possible, were given, in order that the tests should be not only of acquired knowledge, but also of progress.

The results show that, of the three types, the traditional schools made the best showing, the "pre-vocational" schools stood second, and the Gary schools stood third. While I should be the last to claim that the test is final, or that it renders an effective decision against the Gary system for this city, it is fair to say that it raises a strong presumption against the general introduction of the Gary system into this city. The conclusion obviously is that neither the Gary system nor the "pre-vocational" system should be further extended until the schools in which they are being tried make a better exhibition of efficiency.

COMPARATIVE PERCENTAGES MADE IN THE TESTS

	Gary	Pre-vocational	Regular
Arithmetic.....	42.7	51.9	58.3
Spelling.....	63.4	70.4	71.8
Geography.....	57.1	58.0	62.2
History.....	52.1	53.8	53.5
Grammar.....	29.0	32.3	36.3
All subjects.....	49.1	54.0	57.7

PERCENTAGES OF PUPILS SHOWING IMPROVEMENT AFTER THREE MONTHS

	Gary	Pre-vocational	Regular
Arithmetic.....	40.7	47.6	54.3
Spelling.....	52.8	63.7	63.0
Geography.....	58.0	53.4	57.7
History.....	72.3	67.2	63.2
Grammar.....	55.8	65.8	62.9

At a recent meeting of the board of school commissioners of Indianapolis it was decided that two rooms in one of the public-Naturalization school buildings be specially fitted up to serve as a School in "naturalization school" for the foreigners of that Indianapolis city. The United States Bureau of Immigration, which is largely responsible for the idea, is co-operating with the

Superintendent of Schools by furnishing a list of the foreigners who should attend the school. It is thought by those competent to judge that from 150 to 200 persons will avail themselves of the opportunity thus offered.

The school will be conducted in the evening. Instruction will be given in English and in other subjects selected to prepare foreigners for the naturalization examinations. The object of this instruction is twofold: in the first place, it will enable the foreigner to pass the naturalization tests and will prepare him in some degree for American citizenship; in the second place, it will protect him from certain persons who make a practice of exploiting foreigners in preparing them for these examinations.

The presence among us of persons from foreign countries, where language, customs, and government are different from our own, clearly imposes upon us a public duty to do something in the way of preparing these immigrants for citizenship in their adopted country. It is not enough to educate the children; something must be done for the adults as well, and this something must be taken up systematically and vigorously.

The Board of Education of Rochester, New York, has an apprenticeship agreement with the Master Painters and House Decorators' Vocational Association, the Master Plumbers' Association, the Guidance in Master Bakers' Association, the Rochester Typothetae, the Machine Employers, the Electrical Workers, and the Wood Workers. The school system is attempting to organize its work so that pupils shall be placed in good positions at the completion of the technical courses offered in the Rochester public schools. The first problem is that of distributing pupils wisely in the courses. The board provides for a meeting of grammar-school graduates a few days before the end of the first semester. For this meeting two types of information are needed: first, information in regard to the general rating and the probable destination of every pupil who will finish the grammar-school courses; second, information about industries. These types of information are collected before the meeting and are used then and in personal conferences.

Of much interest are four bulletins, compiled by the Department of Vocational Education, giving definite data in regard to the different industries: those for the boys on the *Machine Industry* and the *Woodworking Industry*, and for the girls on the *Clothing Industry for Girls* and the *Collar Industries*. The information deals with the various divisions of the trades or industries, the number of workers hired, the kinds of machine- and handwork that are done, the pay received and the opportunities for advancement, and, finally, the kind of boy or girl desired. Based on thoroughly scientific investigation, the bulletins are valuable in directing the minds of children toward the necessity of preparation.

A single extract illustrates the forceful character of the bulletins:

During the past winter an investigation was made of the working conditions of all boys who during the past two years have left school at the age of fourteen to go to work. The boy who left grammar school and got a job, at the end of six months averaged \$4.70 per week; at the end of a year his average was \$5.32 per week. The boy who left grammar school and attended the Rochester Shop School for six months and then got a job drew on the average for the first week \$6.13. After remaining at the shop school a year and then going to work, the first week's wages were \$9.00, showing beyond a doubt that trade education pays. . . . The ordinary day-laborer earns from \$1.50 to \$2.00 a day for perhaps 250 days a year, or about \$500. A cabinet-maker earns \$3.00 a day and has steady work the entire year, thus earning about \$900.00 at the least. In thirty years' time he has added to the value of himself \$12,000.00.

In connection with the Keating-Owen bill, which is before Congress at the present time, and is designed to exclude the products of child labor from interstate commerce, a statement made by Dr. Felix Adler is significant. According to this statement there are 895,000 children between the ages of ten and thirteen years, inclusive, and 1,000,000 children of fourteen and fifteen years, employed for somebody's gain in the United States.

It is certainly to be hoped that this bill will be passed by the present Congress. A matter so vital to the welfare of the nation should not be left entirely to the discretion of the individual states when it is constitutionally possible to regulate it by the passage of a federal law.

During the past year less than \$6,000 was expended in the support of community centers by the school authorities in Chicago.

Community Centers in Chicago That the advantage to the city of such an expenditure has been clearly recognized is indicated by the recommendation of Superintendent Shoop that the sum of \$45,000 be appropriated to carry forward community-center work during the ensuing year. Although this proposal has met with some opposition on the part of certain members of the board, on the ground that it is illegal to appropriate for community centers from funds provided for educational purposes, the appropriation will probably be made.

Looking to the betterment of the county school systems of the South, the Southern Educational Association has opened an exper-

Model Rural Schools iment in model school organization and management in Pearl River County, Mississippi, with the aid of the General Education Board. Among the interesting features of the plan are the county agricultural high school, school health officers who shall work not only in the schools but in the homes, attempting to educate the people and to improve sanitary conditions, a county school hospital, county farm and home demonstrators, and an assistant county superintendent whose entire time is devoted to visiting schools and discharging such other duties as usually are incumbent on a city superintendent. Already many of the schools of the county have been consolidated, three or four joining in building a central school. The General Education Board is contributing \$7,200 the first year, and the county is to contribute \$3,800.

During July of this year a unique and very interesting gathering will be held in Tucumán, Argentine Republic. It will be the first

An American Congress of Child Welfare Workers American Congress on Child Welfare, to which will be invited representatives from twenty-one South American republics and from the countries of North America as well. This conference is to be held to commemorate the one-hundredth anniversary of Argentine independence.

The congress will be divided into seven sections—law, industrial legislation, aid to mothers and children, hygiene, education, psychology, and sociology. Organizations engaged in child welfare work are invited to send delegates and to exhibit charters and other pertinent material of interest. The executive committee is composed of the leading social workers of the Argentine. Other South American countries have appointed co-operating committees.